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ABSTRACT

This monograph explains the need for graduating high school seniors to demonstrate minimum competence in citizenship and suggests performance-related assessment tasks to help school authorities determine whether these competency requirements have been met. Minimum citizenship competencies are interpreted to include essential skills and concepts which are necessary for responsible participation in the American political system. Included in the citizenship curriculum should be information on the role of economics, government, and history, and the impact of world affairs on the individual. The document is presented in five major chapters. Chapter I introduces the program and offers background information on competency requirements. Chapter II suggests how to organize a minimum competency program. Basic organizational features are identifying competencies and student performance indicators, determining assessment procedures and performance standards, and deciding on assessment strategies. Chapter III suggests how to develop performance-related and paper-and-pencil testing instruments. Chapter IV lists minimum citizenship competencies including the ability to recognize and/or demonstrate citizenship rights and responsibilities and to demonstrate understanding and/or knowledge of historical information necessary for effective citizenship. Chapter V presents a bibliography of 20 works on competency testing and related topics. The document concludes with an appendix containing sample performance indicators and test items. (DB)

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MINIMUM COMPETENCY PROGRAM

CITIZENSHIP

SUGGESTIONS FOR IMPLEMENTATION

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INTRODUCTION

Effective no later than with the graduating class of 1981, students shall demonstrate mastery of minimum competence in citizenship. This requirement, approved by the State Board of Education in July 1976, states that each student shall demonstrate mastery of the

"essential skills and concepts of citizenship including knowledge of history and government, necessary for responsible participation in American society within the world community."*

Evidence that the competency requirement has been met shall be required by school authorities through "performance-related assessment tasks as part of the instructional program and/or through a test if preferred by a locality." This requirement is in addition to the three units of credit in social studies (world history and/or geography, Virginia and U.S. history, Virginia and U.S. government) as specified in the Standards for Accrediting Schools in Virginia, July 1978 for graduation from a secondary school.

Minimum competencies in citizenship are not intended to define the entire scope of the social studies program in the public schools, but rather to focus on minimum essential skills and concepts which are necessary for responsible participation in American life. The role of economics, government, and history and the impact of world affairs on the individual, are important ingredients in the process of preparing students for responsible participation in American society. To fulfill this role, minimum skills are needed to obtain services available through social and governmental agencies, understand the voting process, analyze information to solve

*Standards for Accrediting Schools in Virginia, adopted by the Board of Education in July 1976 with Revisions in July 1978, Department of Education, Commonwealth of Virginia, Richmond, Virginia 23216, July 1978, page 18.

problems, identify factors that influence the prices the consumer must pay for goods and services, locate information, follow directions, read maps, and perform other functions.

On September 1, 1978, the Social Studies Service distributed a publication titled, Suggested Guidelines for Developing and Implementing a Minimum Competency Program in Citizenship. This publication provided a sample model for identifying competencies in citizenship and suggested sample assessment procedures. In preparation for this publication, the Social Studies Service conducted a statewide survey which revealed that many school divisions had identified certain basic citizenship competencies. The competencies and subcompetencies which appeared most frequently in survey results were used to identify competencies which may be considered in implementing the citizenship requirement at the local level. (See "Listing of Sample Minimum Competencies in Citizenship," page 30.)

The purpose of this document is to help school divisions develop alternatives for assessment and to provide sample items to serve as a guide in developing assessment procedures. Competencies, subcompetencies, performance indicators, test items, and performance-related activities contained in this document are samples. It is not suggested that school divisions revise their competencies to conform to those contained in this publication. Identification and assessment of competencies are responsibilities of the school divisions.

The staff of the Social Studies Service hopes that the information contained in this publication will help local instructional personnel in their efforts to assess the citizenship competency. Upon request, staff members of the Social Studies and Testing Services of the Department will be pleased to provide assistance to divisions as they carry out their

responsibilities for assessing competence in citizenship.

N. P. Bradner, Director
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SUGGESTIONS FOR ORGANIZING A MINIMUM COMPETENCY PROGRAM

1. Identify Competencies

Curriculum guides used in local social studies programs could be a primary source for identifying minimum competencies in citizenship. Such guides usually define the social studies program and provide the framework for student and program evaluation. Citizenship competencies identified as part of the social studies curriculum guide help establish "curriculum validity" and provide evidence that the competencies are part of the instructional program. Social studies objectives may be sufficiently comprehensive to serve as a source for identifying minimum knowledge and skills which students should master prior to graduation.

Questions which may be used as guidelines in judging whether or not selected minimum citizenship competencies from the social studies program are minimum are: (a) Is the competency evaluated in the curriculum (that which appears frequently)? (b) Is the competency necessary (that which is required in order to understand more complex information)? (c) Is the competency useful (that which can be applied in school and outside school)? (d) Can the competency be implemented (that which can be taught and adequately evaluated)?

Community involvement is an important step in identifying minimum competencies in citizenship. It can help ensure that the competency program is not limited to traditional academic learning; it also helps the social studies curriculum to reflect the contemporary and changing needs of youth and society. Community involvement in each phase of the competency program should result in greater acceptance and success in the locality. A committee of teachers, administrators, and community representatives may be

formed to assist in the development of the competency program in each school division.

General agreement on the definition of "minimum" may be difficult to obtain among educators or committees seeking to identify minimum competencies in citizenship. This lack of consensus should be expected, however, because individuals have different ideas and standards for defining the term.

2. Identify Student Performance Indicators

Each competency or subcompetency identified may be accompanied by a series of statements which could serve as indicators of student performance. The performance indicators should describe the student behavior(s) which would take place within a prescribed setting. When the student is able to perform successfully under certain conditions, it may be assumed that the student has mastered the competency. Different types of performance indicators may be used because some students perform better under certain conditions than do others.

Many test experts recommend that a description of the total eligible content be identified under the competency, subcompetency, or performance indicator. One way to do this is by writing detailed performance indicators or by constructing "test specifications" for a paper-and-pencil test. Test specifications describe eligible content, types, and characteristics of questions which may be used and examples of eligible answers and distractors. See pages 21-28 for additional information relative to test specifications.

3. Determine Assessment Procedures

School divisions may use a variety of assessment procedures to determine

how well students master specific competencies. Whatever assessment procedures are used, local authorities should be aware of their potential weaknesses and strengths. In accordance with Standards for Accrediting Schools in Virginia school divisions have the option of assessing students by performance-related tasks as part of the instructional program and/or through a test. See pages 9-29 for an overview of assessment procedures and designing assessment instruments.

4. Pre-assess for Diagnostic Purposes

Assessment strategies should be field tested to improve the accuracy and fairness of assessment procedures and to diagnose student weakness. For diagnostic purposes, test items or sets of performance-related tasks which measure a given competency or skill area might be grouped and/or reported as a separate "score." Having an adequate number of test items or a variety of alternative assessment procedures helps to make "sub-score" results more valid and usable for diagnostic purposes. By using this information for diagnosing specific deficiencies in particular areas of the curriculum or program, valuable time and other resources would not be expended in providing remediation in areas not requiring this instruction.

5. Determine Performance Standards

Performance standards should be determined prior to assessing student competence in citizenship. Student performance on a diagnostic test or other assessment instrument could be useful in determining an acceptable level of student performance.

Local school authorities will need to also address the area of student performance on each competency identified and overall performance level. For local school divisions which use a test and/or performance-related

assessment tasks, two major means of arriving at a score are possible. One is to report an overall score. An advantage of this approach is simplicity in scoring and reporting the results. A second approach is to establish a cutoff point for each subscore. A separate subscore would be determined for each competency or subcompetency. A disadvantage of this approach is that scoring is more complicated and a larger number of assessment items or procedures may be required. An advantage of this approach is that the subscore results are easier to use in diagnosing individual or group deficiencies, thereby providing more specific information for use in conducting remedial programs.

6. Design a Record-Keeping System

School authorities shall require evidence that students have attained minimum competence in citizenship. The assessment method used for measuring student mastery of citizenship competencies will determine the nature and/or extent of the record-keeping system.

Records associated with minimum competency certification are as important as transcripts of grades and credits and should become a part of the student's permanent record. As students master competencies, a designated individual(s) such as the social studies teacher or guidance counselor should record pertinent information on a locally designed form which will become part of the student's permanent record.

Sample record-keeping forms which local divisions may wish to use follow. The information recorded on the form(s) would vary, depending upon assessment procedures and the competencies adopted by the locality. The sample form includes each assessment option for illustrative purposes only. School authorities who elect to use only performance-related assessment procedures should disregard other means of assessment shown on the sample forms.

(Sample form for student's permanent record)

ATTAINMENT OF MINIMUM CITIZENSHIP COMPETENCY
GRADUATION REQUIREMENT FOR GRADUATION ELIGIBILITY

Student Name _____

Address _____

Diagnostic Test
(if available)

Passable
Point

Student
Score

Date
Administered

☐
☐
☐

ASSESSMENT OF MINIMUM COMPETENCIES IN CITIZENSHIP

Competencies	Type of Assessment			Date	Initial
	Performance Related	Performance Related and Test	Test		
1. (Competency)	☐	☐	☐	_____	_____
2. (Competency)	☐	☐	☐	_____	_____
3. (Competency)	☐	☐	☐	_____	_____
4. (Competency)	☐	☐	☐	_____	_____
5. (etc.)	☐	☐	☐	_____	_____

The above named student has met the citizenship competency requirement for graduation eligibility.

Signed _____

Date _____

(This form would need to be revised to reflect actual competencies, assessment strategies, and performance standards determined by local school divisions.)

(Sample Record Form to be Completed by Teachers)

Name of Student _____

ASSESSMENT OF MINIMUM COMPETENCIES IN CITIZENSHIP

Minimum Competency	Type of Assessment			Date	Initial
	Performance Related	Performance Related and Test	Test		
1.0 (Competency)	☐	☐	☐	_____	_____
Sub-Competencies					
1.1	☐	☐	☐	_____	_____
1.2	☐	☐	☐	_____	_____
1.3	☐	☐	☐	_____	_____
1.4	☐	☐	☐	_____	_____
1.5 (etc.)	☐	☐	☐	_____	_____
Course(s) _____	Teacher(s) _____				
2.0 (Competency)	☐	☐	☐	_____	_____
Sub-Competencies					
2.1	☐	☐	☐	_____	_____
2.2	☐	☐	☐	_____	_____
2.3 (etc.)	☐	☐	☐	_____	_____
Course(s) _____	Teacher(s) _____				
3.0 (Competency)	☐	☐	☐	_____	_____

(Information in blocks would be transferred to student's permanent record. This form will need to be revised to reflect actual competencies, assessment strategies, and performance standards determined by local school divisions.)

Citizenship competencies which have been identified, indicators of student performance, test specifications (if a test is used), sample assessment items, and the procedures used in administering the divisionwide program should be a matter of record. Such information could be part of the social studies program and should be maintained by the social studies department chairperson or administrative staff. This kind of information should be shared as early as possible with all students, parents, teachers, and others involved in the competency program.

7. Determine Instructional Strategies and Means of Remediation

The elementary and secondary social studies program should provide opportunities for students to master the minimum competency requirement in citizenship. When citizenship competencies have been identified, appropriate instructional time should be allocated to include them in the social studies program. Course content relating to minimum competencies in citizenship should already exist within the social studies program. To add a required social studies course is to add more *time* for student exposure to social studies. This additional time may be helpful for certain groups of students. Placing greater *emphasis* on identified competencies in the current program may be more effective than adding a single course to the curriculum. Young people who are unable to master minimum competencies in citizenship in the regular elementary and secondary social studies program may not be able to meet the minimum competency requirement in a one-year program.

Closely monitoring student progress at different grade levels would help to identify students who need special attention and would also provide direction for modifying the social studies program, teaching methods, and selection of instructional materials. Assessment results could be useful in providing instruction which would aid students in mastering citizenship

competencies.

Efforts should be made to identify individuals within the school who will be responsible for teaching specified competencies. The general attitude that each teacher has the responsibility for teaching all the competencies will not help to assure that identified competencies will be taught. When teachers have been designated to teach certain competencies, it is important that they understand their responsibility for this aspect of the instructional program.

Appropriate instructional materials and learning activities or experiences consistent with the competency program should be identified. Instructional materials may include teacher-made kits, contracts, textbooks, and audio-visual materials. Levels of student competence and methods used for assessing competencies would influence the type and variety of materials and learning activities used.

Remedial help for students can be provided in a number of ways. One is to group students for special instruction. Another method is individualized or small group remediation in the regular classroom. Learning activity packets, programmed instructional materials, self-teaching skill kits, and learning-center approaches are particularly useful in providing remedial help for the individual student.

8. Assess Competencies

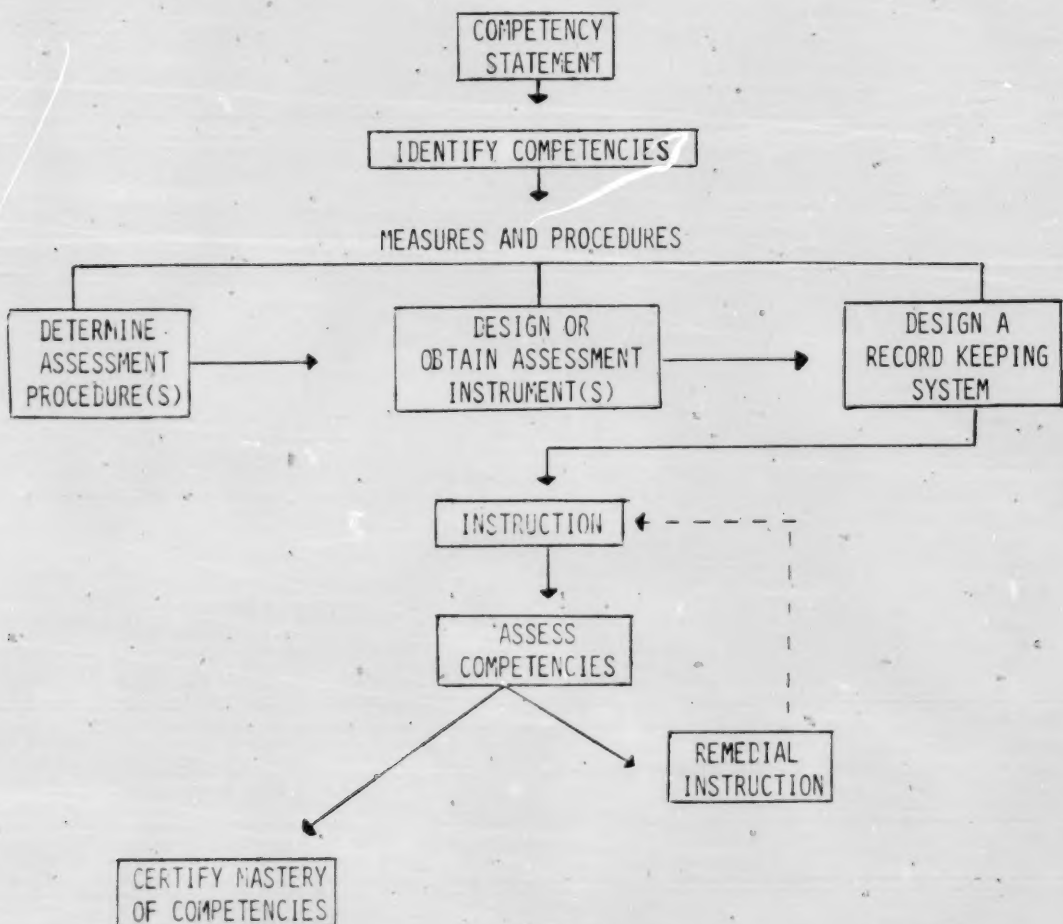
School divisions shall require evidence that students have mastered citizenship competencies beginning with the graduating class of 1981. Although no specific sequence or time line has been established by the state for assessment, local school authorities should begin diagnostic and other assessment procedures as early as possible in order to provide sufficient time for additional instruction which might be needed.

Strategies for assessing citizenship competencies include the following:

- a) Performance-related tasks as part of the instructional program;
- b) Performance-related tasks as part of the instructional program and test(s);
- c) Paper-and-pencil examinations.

Refer to "Suggestions for Developing Assessment Instruments" in this document for a description of assessment procedures and options listed above.

STEPS FOR IMPLEMENTING A MINIMUM CITIZENSHIP COMPETENCY PROGRAM



ASSESSMENT

SUGGESTIONS FOR DEVELOPING ASSESSMENT INSTRUMENTS

School divisions have three basic options in measuring citizenship competencies. These options include divisionwide performance-related tasks, paper-and-pencil tests, or a combination of paper-and-pencil tests and performance-related tasks. This section of the publication defines each of these options and suggests guidelines for each.

Assessment Through Performance-Related Tasks

School divisions may wish to assess citizenship graduation competencies by using performance-related tasks. This type of assessment, which provides an opportunity for students to participate in simulated situations or to perform predetermined tasks, may be more reliable than some other methods of assessing certain citizenship competencies.

In simulated performance situations, students might participate in a classroom situation patterned after a "real life" event such as a trial, election, production of a newspaper, constitutional convention, etc. The simulation may approximate reality and may indicate how the students would behave if the experience were real. Even though simulated situations do not always predict real life performance, they can be valuable teaching tools and can be used to assess citizenship competency skills.

For purposes of illustration, the following citizenship competency is used: "The student will recognize and/or demonstrate rights and responsibilities of American citizens." A subcompetency might be written to more narrowly define the competency. Such a subcompetency might read: "The

student will be able to analyze issues involved in deciding how to vote and demonstrate knowledge of the voting process."

To assess this subcompetency, a classroom simulation (mock election) might be held. For this simulation to be used to assess the subcompetency, the school division should define the content to be included and develop written guidelines. The use of performance indicators at this point would help to define the content more specifically. The content might include an understanding of the two-party system, separating fact from opinion, analyzing political issues, knowledge of voter registration, and the act of voting. A commercially produced simulation which includes the content specified might be available. On the other hand, the local division might choose to develop its own simulation. In either case, some divisionwide criteria should be developed.

In assessing performance-related tasks it is important that all students have equal opportunity for instruction. One way to ensure this is to examine required course objectives and make certain that in each section of the course the teacher is using an accepted, agreed-upon simulation. It might be beneficial to identify a list of acceptable simulations and standard assessment procedures.

Teachers might use a standard evaluation form to certify participants who successfully demonstrate mastery of the competency. A debriefing session after the simulation might include use of a questionnaire asking students common questions regarding their participation in the simulated experience. Student response to the questions could be retained in the school division and provide evidence that the student had completed the requirement for a specified citizenship competency.

School products and performances include surveys, internships, performance in school organizations, and acceptance of school responsibilities.

In general, such performance-related tasks deal with participation and performance in school events.

In order to assess this area, divisions should develop a list of tasks and/or instructional activities related to citizenship competency statements. Again, all students should have equal opportunity for instruction. One way to ensure equal opportunity for participation would be for the division to identify several projects and/or tasks which would satisfy each of their competency requirements. These projects or tasks also should be a component of each of the required courses or otherwise be available to all students.

A school division might require students to keep journals or logs in order to document performance in school organizations. Upon completion of the journal or log, a teacher would review the contents and check off the appropriate competency on the check sheet. (See sample record-keeping form, page 5.)

There are several other methods for assessing performance-related tasks. Using the competency: "The student will be able to demonstrate a knowledge of the structure and functions of local and state governments and the national government," and the subcompetency: "The student will be able to identify executive, legislative, and judicial responsibilities of local and state governments and the national government in the United States" as examples, an instructional contract might be used as a means of assessment.

This contract could include student directions and a list of tasks or projects to be completed. In this case, packets of materials to be used as resources by the student in completing the contract would help standardize the process. The packet might include lists of references or resources available in the school library or media center. The completed contract would provide evidence that the student had satisfied the competency.

requirement and the teacher could then check off the competency on the check sheet filed in the permanent record folder.

Individually agreed upon tasks would serve as a method of assessing this type of performance-related task. The school division might develop a list of student tasks for each competency and offer these tasks in all of the required courses. The tasks might include conducting a survey, viewing a film and answering questions about it, reading materials included in an instructional packet and answering questions, preparing a report, or completing a well defined project. The tasks would depend on the competency and subcompetency statements identified by the local division. All tasks should be consistent with required course objectives and competencies.

Considerations

Divisionwide procedures should be established for performance-related tasks. This is not to say that choices and options for instruction must be limited. On the contrary, many different tasks, projects, etc. may be identified for each competency. In this way, the teacher and the student would be provided with enough options so that all students would have equal opportunity to participate.

Assessment of performance-related tasks requires the examination of competency statements, the development of subcompetencies and performance indicators, as well as some form of content definition in order to clearly define the limits of the competency assessment. A major advantage of this method of assessment is that it can be incorporated into required courses and can provide for diagnosis and remediation at different levels of student progress. Performance-related assessment procedures will provide for on-going assessment of student progress instead of waiting for summative evaluation at or near the end of the students' school career. Additional

instruction also can be provided as needed throughout the school years.

Check Points for Developing Performance-Related Assessment

Listed below are some steps which might be used for the development of a performance-related assessment program. The items are meant to represent check points in the process and do not include every possibility.

1. Examine competencies and/or subcompetencies
2. Examine objectives of required courses
3. Match and/or add objectives to required competencies to ensure equality of participation by all students
4. Develop performance indicators
5. Write content definition (limit acceptable content)
6. Select most appropriate method of performance-related assessment
7. Develop a divisionwide record keeping system
8. Develop divisionwide procedures and uniform standards and assessment techniques
9. Develop divisionwide instructional materials, making sure to allow for equal opportunity of participation by all students
10. Develop several tasks for each competency to allow for flexibility
11. Acquaint students, staff, and the public with a list of competencies, making sure that the skills required for mastery are clearly understood

Sample Performance-Related Assessment Tasks

SAMPLE

1.0 Competency:

The student will be able to recognize and/or demonstrate rights and responsibilities of American citizens.

1.1 Subcompetency:

Identify and analyze issues involved in deciding how to vote and demonstrate knowledge of the voting process

Performance indicator:

Given a simulated election situation, the student will demonstrate a working knowledge of the voting process, and analyze issues involved in deciding how to vote.

Content definition:

The student will be able to:

- . correctly mark a ballot
- . analyze issues involved in deciding how to vote
- . properly complete a voter registration form

Performance-related assessment:

The content definition, performance indicator, and subcompetency might be assessed by using a simulated classroom situation involving all students. The assessment might take the form of a unit on voting and elections which would include a simulated election. A commercially produced simulation might be used or a simulation might be constructed by the local school division.

Based on the competency, subcompetency, performance indicator, and content definition above, the performance-related assessment might include the following:

1. A list of simulated issues and candidates' positions which might be used by students to make decisions as to how they would vote.
2. A session where each student would go through the process of voter registration.
3. Several simulated campaign sessions with students playing the roles of candidates.
4. A simulated election with students using a simulated ballot and/or an actual voting machine.
5. A debriefing response sheet dealing with the simulated voting experience. This response sheet might be retained with other forms used during the experience to document student participation in the exercise. The response sheet might include questions about the process, thus providing a paper-and-pencil assessment similar to a unit test.

SAMPLE

2.0 Competency:

The student will demonstrate knowledge and understanding of historical information necessary for effective citizenship.

2.2 Subcompetency:

Arrange events and periods of United States history in chronological order

Performance indicator:

Given a worksheet including a time line and descriptions of major events in United States history, the student will place the events in chronological order.

Content definition:

(The following events are presented as samples:)

- . 1620 - Mayflower landed at Plymouth Rock
- . 1770 - Boston Massacre occurred
- . 1774 - First Continental Congress met
- . 1776 - Declaration of Independence was signed
- . 1789 - George Washington became first President of the United States
- . 1803 - Louisiana Purchase expanded the size of the United States
- . 1831 - Nat Turner led slave uprising
- . 1861 - Civil War began
- . 1865 - General Robert E. Lee surrendered to General Ulysses S. Grant
- . 1898 - U.S.S. Maine was sunk in Havana Harbor
- . 1914 - World War I began
- . 1929 - "Black Tuesday" - stock market crash occurred marking the beginning of the Great Depression
- . 1938 - Nazi Germany invaded Poland
- . 1941 - Japan attacked Pearl Harbor
- . 1945 - Japan surrendered marking end of World War II
- . 1950 - North Korea attacked South Korea; United Nations sent troops to aid South Korea
- . 1964 - Civil Rights Act was passed
- . 1968 - Martin Luther King was assassinated

- 1973 - Watergate "Break-In" occurred forcing a President to resign
- 1974 - United States celebrated Bicentennial

Performance-related assessment:

The content definition, performance indicator, and subcompetency indicated above might be assessed by using a worksheet. This worksheet might resemble the following example:

Sample Worksheet

Student Name _____

Date completed _____

Citizenship Worksheet

Subcompetency 2.2

Arrange events and periods of United States history in chronological order

Directions: Read the following list of events taken from United States history. In the space provided, place the event letter in the correct space. (The student may arrange events chronologically by using a series of task cards.)

<u>Chronological Order</u>	<u>Time Line</u>	<u>Events</u>
_____	1620	a. The Boston Massacre occurred
_____		b. United States celebrated Bicentennial
_____		c. Mayflower landed at Plymouth Rock
_____		d. First Continental Congress met
_____	1789	e. George Washington became first President of the United States
_____		f. Declaration of Independence was signed
_____		g. Civil Rights Act was passed
_____	1898	h. Louisiana Purchase was made

<u>Chronological Order</u>	<u>Time Line</u>	<u>Events</u>
_____	1945	i. Japan attacked Pearl Harbor
_____	+	j. General Lee surrendered to General Grant
_____	+	k. "Black Tuesday" - Stock Market Crash occurred
_____	+	l. Martin Luther King was assassinated
_____	+	m. North Korea attacked South Korea; United Nations sent troops to aid South Korea
_____	+	n. Japan surrendered marking end of World War II
_____	1960	o. Nat Turner led slave rebellion
_____	+	p. Nazi Germany invaded Poland
_____	+	q. Watergate "Break-In" occurred
_____	+	r. World War I began
_____	+	s. U.S.S. Maine was sunk in Havana Harbor
_____	1976	t. Civil War began

SAMPLE

3.0 Competency:

The student will demonstrate knowledge of the structure of local and state governments and the national government, including a basic understanding of the role of consumers.

3.1 Subcompetency:

Identify executive, legislative, and judicial responsibilities of local and state governments and the national government in the United States

Performance indicator:

Using a series of task cards, students will demonstrate their knowledge of the structure and functions of local and state governments and the national government by completing the assigned task.

Content definition:

Federal Government

<u>Branch</u>	<u>Functions</u>
Executive	- nominates judges - negotiates treaties - vetoes bills
Legislative	- may impeach officials - approves appointments - makes laws
Judicial	- interprets laws - decides on constitutionality of laws - reviews court decisions

Performance-related assessment:

Using the sample content definition, performance indicator, and sub-competency already given, a series of task cards might be developed to assess student competency. The following is an example:

Task Card 3.0/3.1/National Government

Competency (3.0)

Subcompetency (3.1)

Identify executive, legislative and judicial responsibilities of local and state governments and the national government in the United States

Task - Read over the materials in competency packet 3.0/3.1/ National Government, and view the filmstrip titled "The Structure of American Government." Once you have read the materials and viewed the filmstrip, write a report describing the structure of the federal government including the three branches of government and the major responsibilities of each branch.

Other task cards might be developed for assessing knowledge about local and state governments. To provide for student differences, the tasks might be varied to include several different types of assessment. For example, students might be asked to answer a series of questions after reviewing the packet of materials, or they might be asked to complete a worksheet.

SAMPLE

4.0 Competency:

The student will demonstrate the ability to perform essential skills.

4.3 Subcompetency:

Interpret simple symbolic/graphic materials such as maps, graphs, charts, and political cartoons

Performance indicator:

Given a map activity, the student will interpret and construct simple maps.

Content definition:

The student will be able to:

- . state cardinal and intermediate compass directions
- . determine direction using sunrise and sunset
- . locate areas on a map using (A,B,C/1,2,3) grid coordinates
- . measure distance on a map using a scale
- . list the information found in a map legend
- . distinguish between physical and political maps
- . create several simple maps
- . use a road map to plan a trip

Performance-related assessment:

The above content definition might be assessed through:

1. contracts
2. interviews

3. task cards
4. Learning activity packages
5. simulations
6. reading guides, etc.

The following sample contract might be used to assess the map sub-competency. The contract sheet, when completed and signed by the teacher, might provide evidence of student mastery.

Sample Contract

Student Name _____

Date started _____

Citizenship Contract
Subcompetency 4.3 _____

Please make a folder and complete the following tasks. Once the tasks are finished, place all materials in folder with this contract and turn in the completed folder to your teacher.

1. View the filmstrip "The Earth In Space" and answer the viewing guide questions for that filmstrip.
2. Read chapters 6 and 7 in the textbook and answer the reading guide questions for each chapter.
3. Complete task cards (4.3-9) and (4.3-10) from the task folder and file.
4. Complete the activity and worksheet titled "Finding Your Way."
5. View the film "Maps Show The Earth" and complete the film viewing guide questions.
6. Read the directions and complete the materials in the packet "Planning A Trip."

Teacher's Signature _____

Date Completed _____

Teacher's Comments _____

Assessment Through Paper-and-Pencil Test

School divisions may choose to use a paper-and-pencil test to measure citizenship competencies. If this method is used, there are two alternatives for developing the test. The division might employ a commercial testing firm to develop a divisionwide test (or battery of tests); or it might use local professional staff personnel with the assistance of a consultant, to design, develop, pilot, and implement a paper-and-pencil test or battery of tests. In either case, the division should examine the test (or battery of tests) it plans to use to determine if it meets the qualifications for an acceptable minimum competency test and conforms to competencies which the locality has identified.

Test Characteristics

1. Adequate Description of the Competency

After examining the competency statement, subcompetencies, test specifications, and performance indicators, test items produced should clearly measure the competency. One method of checking the adequacy of the test is to have a group of educators construct individual test items after they have examined the competency statement, subcompetencies, test item specifications, and performance indicators. If the items produced independently by the educators do not appear to be measuring the competency, then the competency, subcompetency, or test specifications may not be adequately defined. If the adequate description characteristic is not satisfied, then a reexamination and revision of the competency, subcompetency, test item specification, and performance indicator is in order.

2. Reasonable Scope

The test items should reflect reasonable scope of the content and the

competencies involved. First, the test items for each competency, subcompetency, performance indicator, and item specification should define a segment of the content. Second, the test itself should measure each identified competency using the same number of items for each competency. The following example illustrates how the item selected to measure the competency becomes more clearly defined.

Sample Test Item Specification

Sample Competency:

The student will demonstrate knowledge of the structure and functions of local and state governments and the national government, including a basic understanding of the role of the consumer.

Sample Subcompetency:

Identify executive, legislative, and judicial responsibilities of local and state governments and the national government in the United States.

Sample Performance Indicator--General Description:

From a list of various functions, branches, and activities of the federal government, as defined by the United States Constitution, students will distinguish between the appropriate functions of the legislative, executive, and judicial branches of the federal government.

Sample Item:

Circle the letter of the correct response

Which of the following is the major function of the executive branch of the national government?

- a. to interpret law
- b. to enforce law
- c. to make law
- d. to destroy law

Question Characteristics (Stimulus Attributes):

1. The test items will measure the students' knowledge of the following branches of government and their respective functions and activities (See Supplement A):
 - a. legislative branch - to make law
 - b. executive branch - to enforce law
 - c. judicial branch - to interpret law
2. The key portion of the question or statement in each test item will be one of the following:
 - a. a function of one of the three branches of the federal government
 - b. a branch of the federal government
 - c. an activity or related hypothetical statement that is clearly associated with one, and only one, of the three branches of the federal government (See Supplement A for acceptable question content)
3. The content and terms will be found in the appropriate grade level social studies textbooks.
4. The questions will be written at no higher than a ninth grade reading level. The reading level will be determined by matching vocabulary of the items to text vocabulary and to sentence length.

Answer Characteristics (Response Attributes):

1. Students will be given questions or incomplete statements which will demand one response from a choice of four. Test questions, answers, and accompanying passages will be no more than 50 words in length.
2. From four stated choices, the student will select the correct response.
3. The student will indicate the correct response by writing the letter of the correct response on the answer sheet.
4. Answers will be selected from one of the following areas:
 - a. the three basic functions (Question Characteristics number 1) and one additional function selected from the following list (for Question Characteristic 2b)
 - aa. to abolish law
 - bb. to destroy law
 - cc. to break law
 - dd. to corrupt law
 - b. a list of four activities of which only one will be associated with the branch of government in question. Incorrect answers will be selected from the activities of the two branches not in question (See Supplement A)

- c. a list of the three branches of government in addition to one incorrect answer which will be identified as the religious branch (for Question Characteristics 2a or 2c).

Supplement A:

The following activities are acceptable for use as questions or answer alternatives:

Executive Branch:

- a. negotiating treaties
- b. vetoing bills
- c. appointing high ranking civic and military officials
- d. pardoning criminals
- e. delivering the annual State of the Union address
- f. commanding the Armed Forces
- g. conducting foreign policy

Legislative Branch:

- a. declaring war
- b. passing laws
- c. regulating trade
- d. impeaching public officials
- e. coining money
- f. establishing the armed forces
- g. passing new tax laws
- h. establishing post offices

Judicial Branch:

- a. declaring laws unconstitutional
- b. trying criminal cases
- c. trying civil cases
- d. setting punishments for criminals
- e. selecting juries

* * * * *

After a large group of test items have been created based on the item specifications, a check should be made to see if they match the test specifications. Staff members who were not involved in the generation of items or writing the test specifications should be asked to read the items and test specifications. These staff members might independently match the test items to the test specifications and provide an additional check on the match between items and specifications.

Some competency statements may require several subcompetencies and several performance indicators with test item specifications for each performance indicator in order to provide reasonable content scope. Take for example the following competency: "The student will demonstrate the ability to perform essential skills." These essential skills might be defined to include: problem solving, distinguishing fact from opinion, distinguishing relevant from irrelevant information, and interpreting simple symbolic/graphic materials. A subcompetency for the last skill mentioned might read, "The student will interpret simple symbolic/graphic materials such as maps, graphs, charts, and political cartoons." Using this subcompetency as an example, several performance indicators should be written with item specifications. One performance indicator might be written for maps, one for graphs, one for charts, and one for political cartoons.

3. Reasonable Test Items Per Competency

The number of test items used to measure a competency or subcompetency is important. If a divisionwide test has three test items designed to measure a specific competency, and a student answers two out of three correctly, should the division pass or fail the student on the competency? This question can be more easily answered if 10 items for each competency or subcompetency are provided. In addition, if the 10 items reasonably sample the scope of the content, the results of the test could be used more effectively for diagnosing individual student needs. Detailed information of this nature is valuable for the development and implementation of a divisionwide remediation program.

Another component of this attribute, reasonable number of test items per competency, is the length of the divisionwide test. Care should be taken to make sure that the test is not so long that it causes student fatigue or that it is too short to measure adequately the identified

competencies. If competencies, subcompetencies, performance indicators, and item specifications are clear, adequately describe the competency, and are reasonable in scope, then this should not be a problem.

4. Reliability

Test reliability is broadly defined as the extent to which a test can be depended upon to present consistent and clear information. Stability and equivalence, two types of reliability, are important characteristics of good tests. Stability (reliability over time) refers to the likelihood that a student taking the same test at different times would make the same score on each occasion. The equivalence aspect of reliability refers to the correspondence between two separate forms of the same test. If two or more forms of a competency test are to be used interchangeably, then equivalence is essential. The remediation process would appear to demand that a division should develop and use several forms of the same competency test on a trial basis.

5. Validity

With competency tests, at least two types of validity are important. The first, curricular validity, refers to a match between test content and specific objectives of the school division's written curriculum. Instructional validity refers to a match between the specific stated objectives, as measured by the test, and actual classroom instruction. If a school division could not show that stated objectives were being achieved by classroom instruction, then there would be an absence of instructional validity. To take this idea one step further, if the competency test is not in line with the division's written curriculum, curricular validity would be nonexistent. If the competency test does not measure what is being taught in the classrooms of the school division, then there would be an absence of

instructional validity. (For further reading on this topic see Bibliography.)

6. Comparative Data

If a school division is planning to purchase a commercially prepared test, the comparative data usually supplied with the instrument should be examined. The commercial testing company should provide validity, reliability, item analysis, and cutoff-score information. The objectives and/or performance indicators and test specifications provided by the testing company should match the competencies identified by the school division. In most cases, tests of this type do not exist and must be constructed by the commercial producers or prepared by the school system.

Should the school division wish to develop its own paper-and-pencil competency test for citizenship, then the accumulation of pilot test data (item analysis, stability, equivalence, and validity) is important. The pilot data would also be of help to divisions in determining appropriate cutoff-scores. The more comparative data the division can accumulate on the test, the better able it will be to defend decisions made on the results of the test.

Considerations

A preferred type of competency test is the criterion-referenced test which measures the student's knowledge of the subject content. This kind of test also can be used effectively in diagnosing student's strengths and weaknesses and in providing remedial instruction.

Any paper-and-pencil test is dependent upon the student's reading ability. For this reason, the reading level of the items on the test should be on or below the reading levels for the students in the school division.

To develop a valid and reliable paper-and-pencil test requires time, personnel, and money. Time is needed to develop competencies, subcompetencies,

performance indicators, item specifications, and to pilot test items. Since remediation should be a part of the competency program in citizenship, the development of several forms of the test is necessary. In order to produce several usable forms of the test, a large pool of items based on performance indicators and item specifications is desirable.

All students to be tested should have had equal opportunity for exposure to the subject content to be measured by the test. To do this, the competencies should be covered in the social studies courses required for graduation and in other grades where students receive instruction in social studies. The items themselves should be clustered together and/or coded to the specific competencies they are meant to measure. In this way, preparation for remediation is facilitated.

Assessment Through Performance-Related Tasks and Paper-and-Pencil Test

In some cases, school divisions may wish to assess citizenship graduation competencies through a combination of performance-related tasks and paper-and-pencil tests. Depending on the competency and subcompetency statements developed locally, this option may provide greater flexibility in the assessment program than either of the other two options.

Some competencies and subcompetencies can be measured best by use of a paper-and-pencil test, while others can be measured most effectively by performance-related assessment. In some cases, the competency statement might be assessed by either performance-related tasks or a paper-and-pencil test.

Knowledge and skills-related competencies might be assessed by using a paper-and-pencil test, while participation-related competencies might be

better assessed by performance-related tasks. A thorough examination of the competency statements should help the school division decide which assessment method it wants to use.

SAMPLE COMPETENCIES

LISTING OF SAMPLE MINIMUM COMPETENCIES IN CITIZENSHIP

The sample competencies included in this section were obtained primarily from school divisions in a survey conducted by the Department of Education. The list of competencies submitted by the school divisions were grouped in four major categories. These four competencies were broken down into sub-competencies.

The competencies and subcompetencies are only samples, and divisions may delete or add to the list. They are offered here primarily for illustrative purposes and occupy no required or mandatory status.

1.0. THE STUDENT WILL BE ABLE TO RECOGNIZE AND/OR DEMONSTRATE RIGHTS AND RESPONSIBILITIES OF AMERICAN CITIZENS

1.1. Identify and Analyze Issues Involved in Deciding How to Vote and Demonstrate Knowledge of the Voting Process

1.2. Identify Responsibilities and Duties of American Citizens

1.3. Identify and Apply Rights Guaranteed to American Citizens

2.0. THE STUDENT WILL DEMONSTRATE KNOWLEDGE AND UNDERSTANDING OF HISTORICAL INFORMATION NECESSARY FOR EFFECTIVE CITIZENSHIP

2.1. Identify Documents of United States History, Including the Constitution and Bill of Rights and the Declaration of Independence, and Indicate Their Significance to Daily Life

- 2.2. Arrange Events and Periods of United States History in Chronological Order
- 2.3. Identify Individuals or Groups Whose Ideas or Actions Contributed to the Development of the United States
- 2.4. Identify and Locate Geographic Features and Places in the United States which Have Historical Significance
- 2.5. Demonstrate Knowledge of the Effect of World Events on the People of the United States

- 3.0. THE STUDENT WILL DEMONSTRATE KNOWLEDGE OF THE STRUCTURE OF LOCAL AND STATE GOVERNMENTS AND THE NATIONAL GOVERNMENT, INCLUDING A BASIC UNDERSTANDING OF THE ROLE OF CONSUMERS
 - 3.1. Identify Executive, Legislative, and Judicial Responsibilities of Local and State Governments and the National Government in the United States
 - 3.2. Identify Legal Means by which a Citizen May Affect Governmental Decisions
 - 3.3. Identify Factors that Contribute to the Price of a Product or Service
 - 3.4. Identify Legal Courses of Action That a Consumer May Take to Satisfy a Complaint about a Product and/or Service
 - 3.5. Identify Effects of Advertising on the Consumer
 - 3.6. Identify Characteristics of Economic Systems with Emphasis on the Economic System of the United States

- 4.0. THE STUDENT WILL DEMONSTRATE THE ABILITY TO PERFORM ESSENTIAL SKILLS
 - 4.1. Identify Problems and Select Solutions

- 4.2. Distinguish Facts from Opinions and Relevant from Irrelevant Information
- 4.3. Interpret Simple Symbolic/Graphic Materials such as Maps, Graphs, Charts, and Political Cartoons

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SAMPLE PERFORMANCE INDICATORS AND SAMPLE TEST ITEMS

The section which follows contains sample competencies, subcompetencies, performance indicators, and illustrative test items. The test items stem from the sample competencies, subcompetencies, and performance indicators. The items have not been field tested; neither has a major effort been made to determine if all or most of the content areas reflected in the items are found in local curriculum guides, course descriptions, actual instruction, or in instructional materials currently in use. Their use in assessment of student competence in citizenship is discouraged unless and until the school division (a) determines that they are appropriate to the locality, (b) establishes a link between the competencies, test items, and the local curriculum and instructional program, and (c) determines the reliability and validity of the test items by field testing them.

SAMPLE SUBCOMPETENCY

- 1.1 THE STUDENT WILL BE ABLE TO IDENTIFY AND ANALYZE ISSUES INVOLVED IN DECIDING HOW TO VOTE AND DEMONSTRATE KNOWLEDGE OF THE VOTING PROCESS.

SAMPLE PERFORMANCE INDICATOR

Given an activity on the voting process, the student will identify the responsibilities and procedures for voting in elections.

SAMPLE TEST ITEM

In some places of our state, citizens use a voting machine to vote for the person of their choice. Look at the sample voting machine ballot below. Using the information on the sample ballot, which one of the following is false?

- a. In voting for a member of the House of Delegates, you have two choices.
- b. In voting for a member of the House of Delegates, you should pull one lever on the voting machine.
- c. In voting for a member of the Senate of Virginia and a member of the House of Delegates, you should pull two levers on the voting machine.
- d. In voting for a member of the Senate of Virginia, you have two choices.

MEMBER - SENATE OF VIRGINIA	
9th District	
(Vote for not more than one)	
P. C. 3	
GEORGE L. GUN	☐ 

MEMBER - HOUSE OF DELEGATES	
35th District	
(Vote for not more than one)	
P. C. 7	
MARY SUE ALLEN	☐ 
RICHARD P. MORGAN	☐ 

SAMPLE SUBCOMPETENCY

- 1.2 THE STUDENT WILL BE ABLE TO IDENTIFY RESPONSIBILITIES
AND DUTIES OF AMERICAN CITIZENS.

SAMPLE PERFORMANCE INDICATOR

Given a list of four items, the student will select the item which is a duty or responsibility of American citizens.

SAMPLE TEST ITEM

Which one of the following items is a legal responsibility or duty you have as an American citizen?

- a. getting a job
- b. obeying laws
- c. buying a home
- d. going to college

SAMPLE SUBCOMPETENCY

- 1.3 THE STUDENT WILL BE ABLE TO IDENTIFY AND APPLY
RIGHTS GUARANTEED TO AMERICAN CITIZENS.

SAMPLE PERFORMANCE INDICATOR

Given a series of events, the student will recognize actions which violate the constitutional rights of citizens.

SAMPLE TEST ITEM

You were arrested by a police officer in a department store for stealing two bicycle parts. The police officer handcuffed you and took you to the county jail. You were not permitted to contact anyone for two weeks or have visitors. After spending several months in jail, you were told that you would be released with no charges filed. Which one of the following was not a violation of your rights?

- a. You were arrested for stealing bicycle parts.
- b. You were not read your rights when you were arrested.
- c. You were not permitted to contact anyone while in jail.
- d. You were held in jail for several months without being charged with a crime.

SAMPLE SUBCOMPETENCY

- 2.1 THE STUDENT WILL BE ABLE TO IDENTIFY DOCUMENTS OF UNITED STATES HISTORY INCLUDING THE CONSTITUTION AND BILL OF RIGHTS AND THE DECLARATION OF INDEPENDENCE, AND INDICATE THEIR SIGNIFICANCE TO DAILY LIFE.

SAMPLE PERFORMANCE INDICATOR

Given a description, case study, or quotation, the student will select the correct document from a list of four.

SAMPLE TEST ITEM

Which document contains this statement: "We hold these truths to be self-evident: that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness."

- a. Mayflower Compact
- b. Declaration of Independence
- c. Preamble to the Constitution
- d. Bill of Rights

SAMPLE SUBCOMPETENCY

- 2.2 THE STUDENT WILL BE ABLE TO ARRANGE EVENTS AND PERIODS OF UNITED STATES HISTORY IN CHRONOLOGICAL ORDER.

SAMPLE PERFORMANCE INDICATOR

Given a list of four events, the student will select the event which occurred first.

SAMPLE TEST ITEM

Which event came first?

- a. Monroe Doctrine established
- b. First Continental Congress convenes
- c. The Korean War ends
- d. The Stock Market crashes beginning the Great Depression

SAMPLE SUBCOMPETENCY

2.3 - THE STUDENT WILL BE ABLE TO IDENTIFY INDIVIDUALS OR GROUPS WHOSE IDEAS OR ACTIONS CONTRIBUTED TO THE DEVELOPMENT OF THE UNITED STATES.

SAMPLE PERFORMANCE INDICATOR

Given an event, the student will select the correct person's name from a list of four which is associated with the event.

SAMPLE TEST ITEM

Which Virginian wrote the Declaration of Independence?

- a. George Washington
- b. Thomas Jefferson
- c. Patrick Henry
- d. Robert E. Lee

SAMPLE SUBCOMPETENCY

- 2.4 THE STUDENT WILL BE ABLE TO IDENTIFY AND LOCATE GEOGRAPHIC FEATURES AND PLACES IN THE UNITED STATES WHICH HAVE HISTORICAL SIGNIFICANCE.

SAMPLE PERFORMANCE INDICATOR

Given a description or a map of a geographic or historical site, region, or feature, the student will select the correct response from a list of four choices.

SAMPLE TEST ITEM

Where in Virginia did the Civil War end?

- a. Manassas
- b. Cold Harbor
- c. Appomattox
- d. Richmond

SAMPLE SUBCOMPETENCY

- 2.5 THE STUDENT WILL BE ABLE TO DEMONSTRATE A KNOWLEDGE OF THE EFFECT OF WORLD EVENTS ON THE PEOPLE OF THE UNITED STATES.

SAMPLE PERFORMANCE INDICATOR

Given a description of a potential problem and four predicted events or items, the student will select the event most likely to result.

SAMPLE TEST ITEM

A decrease in our personal freedoms would most likely occur if:

- a. The American economy was healthy and expanding.
- b. America declared war on another country.
- c. American scientists discovered a new energy source.
- d. More Americans wanted to go to school.

SAMPLE SUBCOMPETENCY

- 3.1 THE STUDENT WILL BE ABLE TO IDENTIFY EXECUTIVE, LEGISLATIVE, AND JUDICIAL RESPONSIBILITIES OF LOCAL AND STATE GOVERNMENTS AND THE NATIONAL GOVERNMENT IN THE UNITED STATES.

SAMPLE PERFORMANCE INDICATOR

Given enumerated exclusive roles of national governments, the student will select those which are legislative, executive, and judicial.

SAMPLE TEST ITEM

Which of the following is a judicial power of the national government?

- a. declaring a state highway speed limit illegal
- b. originally trying a case where a state is involved
- c. vetoing an act of Congress
- d. increasing court official's pay

SAMPLE SUBCOMPETENCY

- 3.2 THE STUDENT WILL IDENTIFY LEGAL MEANS BY WHICH A CITIZEN MAY AFFECT GOVERNMENTAL DECISIONS.

SAMPLE PERFORMANCE INDICATOR

Given a list of items, the student will identify legal and illegal means by which a citizen may attempt to influence governmental decisions.

SAMPLE TEST ITEM

Which of the following is illegal?

- a. organize a campaign
- b. vote for a candidate in an election
- c. take people to the polls to vote
- d. vote for the same candidate twice in an election

SAMPLE SUBCOMPETENCY

- 3.3 THE STUDENT WILL BE ABLE TO IDENTIFY FACTORS THAT
CONTRIBUTE TO THE PRICE OF A PRODUCT OR SERVICE.

SAMPLE PERFORMANCE INDICATOR

Given a change in the supply, demand, or price of an item, the student will identify the most likely consequence in the supply, demand, or price of that item.

SAMPLE TEST ITEM

What would happen if the price of ten-speed bikes was suddenly cut in half?

- a. People would quit buying ten-speed bikes.
- b. More people would want to buy ten-speed bikes.
- c. Bike shops would sell fewer ten-speed bikes.
- d. Bike shops would sell about the same number of ten-speed bikes.

SAMPLE SUBCOMPETENCY

- 3.4 THE STUDENT WILL BE ABLE TO IDENTIFY LEGAL COURSES
OF ACTION THAT A CONSUMER MAY TAKE TO SATISFY A
COMPLAINT ABOUT A PRODUCT AND/OR SERVICE.

SAMPLE PERFORMANCE INDICATOR

Given a consumer complaint regarding a product or service, the student will select from a list of agencies the proper agency to contact in order to satisfy the complaint.

SAMPLE TEST ITEM

The roast beef you bought at the market is mostly fat and it weighs less at home than the weight given on the package. In order to complain about the situation, what agency would you first contact?

- a. Health Department
- b. Store where purchased
- c. City Attorney's Office
- d. Department of Weights and Measures

SAMPLE SUBCOMPETENCY

- 3.5 THE STUDENT WILL BE ABLE TO IDENTIFY EFFECTS OF
ADVERTISING ON THE CONSUMER.

SAMPLE PERFORMANCE INDICATOR

Given a series of items, the student will identify advantages and disadvantages of advertising.

SAMPLE TEST ITEM

Advertising can be helpful to consumers if it

- a. encourages impulse buying
- b. raises prices
- c. decreases competition
- d. informs the public

SAMPLE SUBCOMPETENCY

- 3.6 THE STUDENT WILL BE ABLE TO IDENTIFY CHARACTERISTICS
OF ECONOMIC SYSTEMS WITH EMPHASIS ON THE ECONOMIC
SYSTEM OF THE UNITED STATES.

SAMPLE PERFORMANCE INDICATOR

Given a list of countries, the student will identify the country which has an economic system which is capitalistic, communistic, or socialistic.

SAMPLE TEST ITEM

Which one of the following countries has a capitalistic economic system?

- a. United States
- b. Cuba
- c. Soviet Union
- d. Peoples Republic of China

SAMPLE SUBCOMPETENCY

- 4.1 THE STUDENT WILL BE ABLE TO IDENTIFY PROBLEMS AND
SELECT SOLUTIONS.

SAMPLE PERFORMANCE INDICATOR

Given a statement describing a political problem, the student will identify the main problem.

SAMPLE TEST ITEM

Read the material below and answer the following questions.

Speaker 1: Congressman Jones has stated he has no faith in his party's platform. Moreover, he has voted against many of his party's bills in Congress even though he was elected on his party's ticket. He's a traitor to the party and won't get my vote again.

Speaker 2: Your judgment is too harsh. There have been many instances when congressmen from both parties have failed to follow party leadership. Congressman Jones is a traitor to his party only if he refuses to support his party's presidential candidate.

Speaker 3: There is no defense. If Congressman Jones was elected to his party's ticket, he is obligated to support his party.

Speaker 4: I cannot agree. Each congressman must do what his conscience, not what his party leadership, tells him to do.

Which statement best describes both sides of the issue being discussed?

- a. whether or not Congressman Jones should vote the way his party votes or the way he feels is right
- b. whether or not Congressman Jones is following and supporting the ideas of his party
- c. how Congressman Jones is a traitor to his party
- d. whether or not Congressman Jones is voting in the House of Representatives or in the Senate

SAMPLE SUBCOMPETENCY

- 4.2 THE STUDENT WILL BE ABLE TO DISTINGUISH FACTS FROM OPINIONS AND RELEVANT FROM IRRELEVANT INFORMATION.

SAMPLE PERFORMANCE INDICATOR

Given a passage, the student will select the statement which is supported by the paragraph.

SAMPLE TEST ITEM

Read the paragraph, then answer the question which follows.

Virginia statesmen and military leaders have played an important part in directing the affairs of the nation since the beginning of the United States. Such famous Virginians as George Washington, Patrick Henry, Thomas Jefferson, James Madison, John Marshall, and James Monroe were among the brilliant group of Founding Fathers. The sons of Virginia also played an outstanding part in extending the boundaries of the United States. Texas was freed by Virginia-born Sam Houston and was admitted to the Union during the administration of John Tyler, also from the Old Dominion (which Virginia is often called).

Which one of the following statements is not supported by the paragraph?

- a. Virginia-born Sam Houston freed Texas.
- b. Virginia, often called the Old Dominion, is located north of the Tar Heel State.
- c. Virginians were among the Founding Fathers.
- d. Virginia statesmen and military leaders have played an important role in the making of this nation.

SAMPLE SUBCOMPETENCY

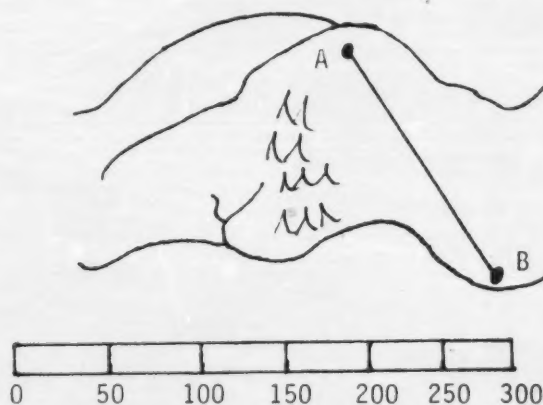
- 4.3 THE STUDENT WILL BE ABLE TO INTERPRET SIMPLE SYMBOLIC/GRAPHIC MATERIALS SUCH AS MAPS, GRAPHS, CHARTS, AND POLITICAL CARTOONS.

SAMPLE PERFORMANCE INDICATOR

Given a map or globe activity, the student will determine cardinal directions and estimate distance.

SAMPLE TEST ITEM

Determine the distance in miles from point "A" to point "B" using the map scale below.



- a. 75 miles
- b. 150 miles
- c. 175 miles
- d. 200 miles